

Spelman



College



# SPELMAN COLLEGE STRATEGIC PLAN REPORT

APRIL 17, 2009\*

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# TABLE OF CONTENTS

## EXECUTIVE SUMMARY

MESSAGE FROM THE STRATEGIC PLANNING CO-CHAIRS .....	1
MESSAGE FROM THE PRESIDENT OF SPELMAN COLLEGE .....	2
STRATEGIC VISION AND PLAN OVERVIEW .....	11

## STRATEGIC PLAN DETAIL

ENVIRONMENTAL SCAN HIGHLIGHTS .....	22
STRATEGIC PRIORITIES OVERVIEW .....	25
Transform the Student and Faculty Experience: The Spelman MILE .....	26
Strengthen the Academic Core .....	31
Strengthen the Constituent Core (Best-in-Class Constituents).....	34
Strengthen the Campus Infrastructure and Learning Core .....	37
Strengthen the Community Core (Community Engagement and Development).....	40
Strengthen the Operational Core (Operational and Organizational Excellence).....	42
Strengthen the Financial Core .....	44
STRATEGIC MEASURES .....	46
SUMMARY OF STRATEGIC PRIORITY GOALS, OBJECTIVES AND INITIATIVES .....	51
SHORT-TERM ACTION ITEMS .....	65

## APPENDIX .....

69

I. Spelman College Vision .....	70
II. Six Routes to Excellence .....	71
III. Institutional Goals Statement of Purpose .....	73
IV. Interdisciplinary Core Curriculum Learning Outcomes (General Education).....	73
V. Steering Committee Members .....	74
VI. Priority Team Members.....	75

## MESSAGE FROM THE STRATEGIC PLANNING CO-CHAIRS

**An introduction by Dr. Johnnella Butler and Dr. Sylvia Bozeman****Overview**

The strategic planning process began in April 2007 when a committee comprised of a broad representation of campus constituents convened to facilitate research and discussions to define Spelman's future. From the outset, the Committee focused on strengthening the core of the College, knowing that Spelman has deep strengths and successes on which to build, as well as committed people who could work together to address the opportunities and challenges.

**The Strategic Planning Journey**

Our partner and consultant, Matthews Consulting Group, interviewed or surveyed over 900 constituents to gather critical information that was consolidated into an Environmental Scan Report. In January 2008, the Strategic Planning Committee met to review the findings, identify priorities and to develop a vision for Spelman College through 2015. From this comprehensive body of work, priorities emerged in the following areas: Transform the Student and Faculty Experience: The Spelman Mile, Strengthen the Academic Core, Strengthen the Constituent Core<sup>1</sup>, Strengthen the Campus Infrastructure and Learning Core, Strengthen the Community Core<sup>2</sup>, Strengthen the Operational Core<sup>3</sup>, and Strengthen the Financial Core.

Priority teams, led by senior administrators and faculty leaders, convened regularly to craft measurable and actionable plans for each area. Integration, prioritization, and evaluation remained a focus for each of the teams as they worked together to develop a cohesive, measurable plan that will have short- and long-term impact for the College and its constituents.

Concurrent with the work of the Strategic Planning Steering Committee and the Priority teams, two studies were commissioned and their recommendations received. The Art and Science consulting group was hired to conduct a price-positioning study designed to assess the degree of opportunity the College has to generate greater net revenue from tuition, and the Cambridge Consulting Group was hired to assess the technology needs for the campus. The findings from these studies, respectively, were shared with campus constituents through focus groups and the Priority teams for feedback and eventual incorporation into the plan. Through this iterative process, this comprehensive strategic plan has been developed.

We offer many thanks to each and every individual who participated and shared their hopes and aspirations with us during this process to build a better Spelman College.

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<sup>1</sup> Originally named Best-in-Class Constituents

<sup>2</sup> Originally named Community Engagement and Development

<sup>3</sup> Originally named Operational and Organizational Excellence

## MESSAGE FROM THE PRESIDENT OF SPELMAN COLLEGE

## Strengthening the Core: The Spelman College Plan for 2015

### An introduction by Dr. Beverly Daniel Tatum

#### Mission Statement<sup>4</sup>

*Spelman College, a historically Black College for women and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership potential of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.*

At the core of our mission statement is the commitment to the intellectual development and personal empowerment that comes from the hallmarks of an excellent liberal arts education – the capacity to think critically, analyze and solve problems, and confidently communicate with others across lines of difference for the benefit of an increasingly interdependent global community. This strategic plan reaffirms our commitment to our mission, and builds upon the momentum of the last strategic planning process by focusing on those elements of the College which are essential building blocks for *sustainable excellence* in the increasingly competitive environment of higher education. Our purpose in the creation and implementation of this plan is **to achieve sustainable excellence by strengthening the core.**

Our longstanding vision of Spelman College as “nothing less than the best” – a world-class educational institution for women built on principles of social justice, educational excellence, and leadership development, anchored in the experience of women of African descent yet welcoming to all – is within our reach. Since 2000, Spelman College has seen more than a 40% growth in applications while maintaining the quality of the applicant pool – almost entirely the result of increased interest from African-American female students. There has been a dramatic increase in national visibility as the result of both faculty and student achievement, and the campus itself has expanded through acquisition of land and the completion of a new residence hall, significantly improving the residential character of the campus by increasing housing capacity. Our technological capacity has also improved each year. With award-winning renovations of three central buildings on the historic Oval (Packard Hall, Rockefeller Hall, and Sisters Chapel), the 2002 dedication of the new state-of-the-art Albro Falconer Manley Science Center, and enhanced landscaping across the campus, Spelman College has never looked more beautiful and inviting. Perhaps most importantly, in the last three years, the division of Academic Affairs has been revitalized with strong leadership from the Provost and the active involvement of the faculty in the challenging and critical work of curriculum review and revision for the 21<sup>st</sup> century.

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<sup>4</sup> During the strategic planning process, discussions were held with a variety of constituent groups to review and revise the mission statement. The new mission statement was approved by the Board at its October 2009 meeting.

To build on this momentum, we must bring sustained focus to the core of Spelman College, our academic program. We recognize that Millennial students – born into the Information Age and shaped by a global economy – have needs and expectations that are different from previous generations. We must sharpen our focus on the student as a learner, not as a passive recipient of faculty lecture material, but an actively engaged constructor of knowledge whose learning is evident in the intellectual work she produces, the questions she asks, and the problems she can solve. To move from 20<sup>th</sup> century instruction to 21<sup>st</sup> century learning, we must transform both the student and faculty experience. That work has already begun and the goal of transforming the student and faculty experience at Spelman College is the essential core of this strategic plan.

This overarching goal is supported by foundational activity clearly articulated in this document. The academic core requires a strong foundation in the general education curriculum. Therefore, we must continue the revision of the general education curriculum to ensure that it is meeting the needs of our current and future students and expand the review and potential revision of our major requirements across the College, recognizing the importance of interdisciplinary study and research inquiry as hallmarks of future knowledge creation. Our curriculum is dependent upon the faculty that shape and deliver it and the staff that support and enhance it, and we must be able to recruit and retain excellent faculty and staff not only through competitive compensation, but also through ongoing opportunities for professional development and growth, preparing the Millennial professor ready for the Millennial student.

We must develop the campus living and learning environment in vital ways to reinforce the goals of the curriculum outside of the classroom, and we must improve our capacity to provide financial aid to our students so they might fully engage with the learning environment, no longer encumbered by too many hours worked off campus and the burden of too much student loan debt. We must expand our campus reach to embrace the wider world, modeling for our students the importance of thinking globally – understanding the world through more international connections – and acting locally through our focused involvement in the development of the surrounding Atlanta community. Further, in the face of global warming and local drought, we must engender environmental awareness and responsibility by increasing our own stewardship by becoming an environmentally sustainable campus. Shared responsibility through effective shared governance is also an essential building block for a sustainable future. Ultimately our desire for and commitment to continuous improvement and a culture of accountability must be manifested at all levels of our institution, and among all of our constituents, if we are to fulfill our greatest potential as an institution.

Evidence of both the desire and the commitment to continuous improvement is apparent in the widespread involvement of faculty, staff, senior administrators, students, parents, alumnae, and trustees in the strategic planning process – beginning with the environmental scan conducted between July and December 2007 and further activated with a two-day strategic planning retreat in January 2008 and subsequent focus group and priority team meetings. Together we have collectively imagined a campus characterized by an energizing and

stimulating atmosphere that is seen, heard, and felt the moment one passes through our beautiful and welcoming entrance, entering into a vibrant campus environment that is reflective of the vision and mission as well as the strength of the people who make it happen, where academic excellence is abundantly evident through connected teaching and learning, and the College is engaged in meaningful community involvement and development as an integral part of the Spelman experience.

In his 2005 monograph, *Good to Great and the Social Sectors*, acclaimed organizational researcher and author Jim Collins writes:

*In building a great institution, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, and no miracle moment. Rather our research showed that it feels like turning a giant, heavy flywheel. Pushing with great effort – days, weeks, and months of work, with almost imperceptible progress – you finally get the flywheel to inch forward. But you don’t stop. You keep pushing, and with persistent effort, you eventually get the flywheel to complete one entire turn. You don’t stop. You keep pushing, and you get two turns...then four... then eight...the flywheel builds momentum... sixteen...you keep pushing...thirty-two...it builds more momentum...a hundred... moving faster with each turn...a thousand...ten thousand... a hundred thousand. Then at some point – breakthrough! Each turn builds upon previous work, compounding your investment of effort. The flywheel flies forward with almost unstoppable momentum. This is how you build greatness. (Collins, 2005, p.23)*

These words capture the essence of our charge in *Strengthening the Core: The Spelman College Plan for 2015* – to build upon previous work, compounding our investment of effort, recognizing that our collective success will be the result of continuous, focused attention to our goal of a transformational learning experience characterized by academic excellence, best-in-class constituents, a sustainable campus learning environment, the development of our surrounding community, a culture of providing exemplary experiences for all, understanding that we must continue to identify the financial resources to make it possible. The flywheel is turning – our momentum is building. The future of Spelman College is *great*.

### *A New Assumption*

An assumption of the plan is that Spelman College will function at its best as an institution of 2000 students, rather than its 2007–08 enrollment size of slightly more than 2200. Over a ten-year period, the College grew in size from 1871 (enrollment size in 1998–99) to 2237 (enrollment size in 2007–08). However, the necessary resources (e.g., faculty and staff positions, housing) to support a larger student body did not grow at the same pace. With the addition of faculty, staff, and housing in recent years, we have built an infrastructure capable of supporting 2000 students comfortably. We are now at a point where we must decide to continue to add faculty, and to a lesser degree staff, to support the larger population (and then add office capacity to house the additional personnel) at a significant increase in cost, or meet ourselves halfway, so to speak, by focusing on building our financial resources sufficiently to

support a 2000-student campus, allowing us to gradually relinquish the additional revenue currently provided by the additional 200 students we now have.

Several practical considerations have led to this recommendation. Our current student/faculty ratio is 12:1. Regional competitors offer student/faculty ratios ranging from 7:1 (Emory) to 10:1 (e.g., Agnes Scott and Davidson Colleges). To date, our goal has been to add faculty, but we now have space limitations in addition to salary limitations. Similarly, our newly expanded housing allows us to house only 63% of our student population. At 2000, the percentage improves to 71%. Our largest meeting space on campus, Sisters Chapel, seats approximately 1100. Currently it is not possible to seat both first year and sophomore students together, along with faculty or staff members, as the two combined classes alone exceed 1100. At 2000 students, assuming class sizes of 500 each, programs for first-year and sophomore students can be planned, as well as combined programs for juniors and seniors, and still have room for faculty and staff participants as well.

Our original idea was to gradually reduce enrollment from the 2007–08 high of 2237 to 2000 by the year 2015, offsetting the loss of revenue with both increases in annual fundraising (one of our current campaign goals) and gradual increases in tuition and fees. However, the dramatic 2009 downturn in the economy and the negative impact on our enrollment has accelerated the initial speed of our planned reduction. In 2008–09 our average enrollment is 2111, 39 students below the expected 2150. Based on current economic indicators, we are projecting an enrollment of 2050 for 2009–10.

Proposed Enrollment Goals	
Academic Year	Student Enrollment
2008–09	2,150 (2111 actual)
2009–10	2050
2010–11	2050
2011–12	2050
2012–13	2,050
2013–14	2,025
2014–15	2,000 (holding steady at this size)

We have reduced our operating budget for 2009–10 by approximately \$4.8 million to accommodate the loss of tuition revenue, and other factors related to the state of the U.S. economy (i.e., reduction in endowment income, rising utility costs, weak fundraising environment). We now propose to hold our enrollment at the 2050 level for the next several years, allowing time for economic recovery and endowment growth, and then resume the enrollment reduction process in 2013–14 with the goal of achieving budgetary equilibrium with an enrollment of 2000 in 2014–15. Recognizing that yearly fluctuations in yield may impact this schedule, below is the proposed timeline for the reduction to 2000.

Based on the findings of the Art and Science consulting group regarding our tuition pricing and our position in our target market, we expect to hold our tuition and fee increases to levels commensurate with the cost-of-living index. When we have been able to achieve some of the distinctive goals that are outlined in this strategic plan, we will revisit the question of optimal tuition pricing. We expect that we will have more pricing flexibility once our strategic goals have been achieved.

## Diversity at Spelman

At Spelman College, we recognize the value of a diverse community and the learning that comes from being exposed to a range of perspectives and life experiences in and out of the classroom. While we expect our student population to continue to be almost entirely made up of women of African descent (based on current and anticipated future application patterns), we know that there is significant diversity within that population. There is ethnic diversity (African American, Afro-Caribbean, Afro-Hispanic, and African immigrants – with national variation within each of these categories), religious diversity (Christians of all types, Muslims, and Baha'i are among the most common faith traditions represented), geographic diversity (regional as well as rural, urban, and suburban), diversity in sexual orientation, and in physical ability and learning styles. We expect this diversity to continue as part of our national outreach. We also expect to increase our international enrollment as part of our strategic plan as will be discussed later in this document.

Socioeconomic diversity is also an important dimension of our community. The ultimate goal is to keep diversity in balance because when we are out of balance, we risk bringing students to campus who cannot persist and therefore leave with debt and no degree. Currently 40% of our student population is Pell-grant eligible. This percentage (approximately 30% in 2000) has risen steadily over the last eight years, reflecting the growth in college attendance among low-income African American women. Spelman was founded to create educational opportunity for under-served women of African descent (formerly enslaved women) and it is important to our mission to ensure continued access to all sectors of our target community. At the same time, our ability to provide sufficient financial aid to ensure success for high financial need students is limited.

We recognize as well the benefit that comes to all from the opportunity to learn from students across the socioeconomic spectrum and the value to all students in preserving a healthy socioeconomic balance in our population. Given current demographic trends (increasing number of low-income applicants, declining number of upper-income applicants) we have set as a goal the recruitment and admission of at least 20% of each class from applicants without financial need (current percentage is 10%). To achieve this goal it will be necessary to amend our current admission process by using financial aid information (collected on the application form) and keeping track of the socioeconomic distribution, which is a departure from our current practice. This need-sensitive approach should allow us to maintain our current admission standards at the same time that we maintain the socioeconomic diversity of the student community we seek. Embedded in this plan is the recognition that we must continue to improve our capacity to provide financial support for needy students. As we increase our resources through fundraising and steady endowment growth, and reduce the size of our student population, we will see steady improvement in our ability to support our students at Spelman College.<sup>5</sup>

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<sup>5</sup> Detailed financial projections and budget implications are provided in the *Proposed Strategic Initiatives Budget* document prepared by the Office of Business and Financial Affairs.

## **Transforming the Student and Faculty Experience: Enhancing Liberal Education and Academic Excellence at Spelman College**

Spelman had not formally reviewed its curriculum for 17 years until 2006 when the College initiated changes in the curriculum to provide liberal education for the 21<sup>st</sup> century. With the completion of the Mellon-funded “Transforming Learning: Interdisciplinarity and Connected Learning at Spelman College Project” by 2010, the College will become one that is identifiably “learning driven” through the continuous strengthening of faculty development and faculty engagement and through ongoing enhancement of a rigorous liberal arts curriculum. By 2010, the fundamentals of the new four-year Liberal Education curriculum, the Spelman MILE, will be in place for students, and by 2015, the Spelman MILE should be fully implemented.

Transforming the Student and Faculty Experience also assumes that we will be able to meet the curricular needs for new faculty by selectively adding positions as funding becomes available, and strategically reallocating existing positions as they open up through the natural process of retirements and relocations.

At Spelman, we believe that the achievement of academic excellence is a matter of being exceptionally effective at advancing student learning by providing an integrated curricular and co-curricular experience. That experience, replete with opportunities to engage the students’ imaginative, intellectual, and personal growth through self-authorship, service, and leadership, is fashioned to realize our goal for our students to become free-thinking women. The Spelman free-thinking woman is motivated throughout her life to discover, pursue, challenge, create, and utilize knowledge for self-growth and edification and to serve and improve her local and global communities.

Invested in the ongoing broadening of student learning that is deep and personal, lasting a lifetime, we envision the Spelman graduate to be prepared with skills – communicative, linguistic, analytical, and quantitative – that enable her to analyze the issues of the day and create and implement problem-solving perspectives. Her focus begins with herself but is never limited to herself. She embraces her significance as a citizen of the world.

Our beliefs and goals lead us to re-examine what and how we teach. We intend to introduce our students to an educational experience that is informed by traditional disciplines and their interactions with one another through intentionally encouraging the creative and inspired thinking that results from the exploration of the connections among knowledge, methodology, and theory across disciplines and fields of study. These connections will be encompassed within the design of courses, majors, and minors, but we also want to allow our students to engage the new connections they see through undergraduate research and internships and co-curricular activities connected to the curriculum such as international experiences and service learning. Moreover, we are designing our courses and our experiences in ways that imagine Spelman women already as leaders in the community.

The future promises both challenges and opportunities that require our students to be better prepared to meet the global and technological demands of the new millennium. Corporate employers have indicated in the *LEAP (Liberal Education: America's Promise) Executive Summary: Employers Views on Learning Outcomes and Assessment* (Washington, DC: Association of American Colleges and Universities, 2008) that recent college graduates nationwide lack global and diverse knowledge, perspectives, and awareness as well as geographical and cultural knowledge. In addition, the report emphasizes, they do not demonstrate sufficient writing, critical thinking and quantitative skills – among other competencies and skills – for the teamwork, accessibility to new ideas, and approaches to problem solving that are necessary in today's dynamic job market. Graduate and professional students demonstrate similar insufficiencies. It is therefore imperative that Spelman College continue to invest in new knowledge about learning and teaching in order to strengthen our capacity to prepare the Spelman woman for graduate and professional study and careers. Thus, Spelman will incorporate in its four-year general education plan an integrated leadership focus and developmentally appropriate steps for graduate and professional study and career preparation.

The College has identified three guiding priorities to enhance academic excellence:

1. Creating a more empowering student experience;
2. Re-envisioning the College's mission in the context of the new millennium; and
3. Creating a more effective synergy among teaching, learning, research, and service.

To realize these priorities, we have further identified **Six Routes to Excellence** as we provide the foundation for our students to connect knowledge and reflection in ways that result in action and productive preparation for life beyond Spelman. In this way, Spelman graduates will have the preparation to make the choices to change the world as they enjoy successful careers.

**The First Route to Excellence** is a rigorous liberal arts and sciences education as the foundation for students' learning and success beyond Spelman. The work toward this goal began with the revision of the curriculum in 2006 and has continued with support from The Mellon Foundation in the "Transforming Teaching and Learning: Interdisciplinarity and Connected Learning at Spelman College Project." It will be realized in the Spelman MILE that includes "high impact learning practices" consistent with those endorsed by the Association of American Colleges and Universities in their publication *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George Kuh (Washington, DC: AAC&U, 2008).

**The Second Route to Excellence** is the creation of a more empowering student experience, the Spelman MILE – **My Integrated Learning Experience**, a four-year liberal education curriculum that includes:

- First and Second Year Experiences and Seminars
- Common Intellectual Experiences
- Learning Communities<sup>6</sup>
- Literacies Across the Curriculum
- Collaborative Assignments and Projects
- Undergraduate Research and Internships
- Diversity and Global Learning
- Service Learning, Community-Based Learning
- Leadership Model Emphasizing Different Types of Leadership (i.e., Thought, Ethical, and Service)
- MILEstone Courses and Projects Across the Curriculum
- Institutionalized Steps Toward Graduate and Professional Study and Careers

**The Third Route to Excellence** is the integration of leadership into curricular and co-curricular activities. We will employ a leadership model that derives from the student’s legacy, current life situation and future goals – all positioning students to become global leaders of leaders, learning to “lead from where you are.”

**The Fourth Route to Excellence** is the creation of an environment that engages in inquiry, effective pedagogies, student and faculty reflection, self-assessment and experimentation. The SpEl.Folio, Spelman’s version of the e-portfolio, will serve as the primary vehicle for this fourth route to excellence that has identifiable points of inquiry, reflection, assessment, or experimentation in each of the four years.

**The Fifth Route to Excellence** is the re-affirmation of the College’s commitment to assessment and the delivery of measurable outcomes. This commitment will permeate all units of the College and become embedded in all our processes.

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<sup>6</sup> “In higher education, learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, that enroll a common cohort of students.” This represents an intentional restructuring of “students’ time, credit, and learning experiences to build community among students, between students and their professors, and among faculty members and disciplines.” (Source: From “Learning Communities,” and, accessed on-line at <http://www.evergreen.edu/washcenter/lcFaq.htm> during March and April 2006). Learning communities provide “opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their [professors] as fellow learners in the learning enterprise.” (Source: F. Gabelnick, J. MacGregor, R. Matthews, and B.L. Smith, Learning Communities: Creating Connections Among Students, Faculty, and Disciplines, San Francisco: Jossey-Bass, 1990, 19, cited by Jodi Laufgraben, “Overview of Learning Communities,” in Learning Communities Fall Handbook, Fall 2005, Temple University, accessed on line at [http://www.temple.edu/lc/handbook\\_fall2005.pdf](http://www.temple.edu/lc/handbook_fall2005.pdf) during March and April 2006).

**The Sixth Route to Excellence** is the development of the Spelman Millennial Professor. The Spelman Millennial Professor will conceive of teaching as a complex endeavor requiring continual engagement in disciplines, the incorporation of interdisciplinary scholarship, research, creative production and effective pedagogies.

The Spelman MILE has two strategic components: the Empowered Student and the Millennial Professor. We envision the continued identification and adoption of best practices in teaching, learning, technological advances, as well as in scholarship, research, and creative production. Our goal is to transform the student and faculty experience at Spelman College by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies of a rigorous liberal arts and sciences education. The result will be the Spelman free-thinking woman who exemplifies continued intellectual growth, leadership, success, and service.

## STRATEGIC VISION AND PLAN OVERVIEW

The strategic plan has a twofold objective. The first objective is to ***Transform the Student and Faculty Experience*** through a signature program that is distinctive, universal and provides the curricular and co-curricular experiences that ensure the preparation of Spelman graduates for a life of continued intellectual growth, leadership, success and service. The second objective is to ***Strengthen the Core*** by focusing the College’s resources and efforts on the essential building blocks that will create sustainable excellence academically and administratively. In order to achieve its vision of being “nothing less than the best,” Spelman’s leaders and constituents will optimize the assets and strengths of Spelman, as it exists today. Through a sense of shared purpose, collaboration and a commitment to continuous improvement, Spelman and her constituents will simultaneously address its challenges and focus its energy and effort on initiatives that will provide the roadmap for developing its signature program to transform the Spelman experience and focus on the areas needed to provide a strong foundation and a sustainable future. The priorities of the strategic plan are as follows:

**Overarching Priority:**

- Transform the Student and Faculty Experience: The Spelman MILE

**Foundational Priorities:**

- Strengthen the Academic Core
- Strengthen the Constituent Core (Best-in-Class Constituents)
- Strengthen the Campus Infrastructure and Learning Core
- Strengthen the Community Core (Community Engagement and Development)
- Strengthen the Operational Core (Operational and Organizational Excellence)
- Strengthen the Financial Core

Achieving the strategic imperatives outlined in this plan not only requires a commitment to a shared vision for the future of the College, but also a mutual understanding of our starting point and current reality. Thus, the subsequent tables summarize examples of the current state of the College and capture the elements of success within each of the priority areas.

The Strategic Plan Detail following the Executive Summary outlines the planning parameters, goals, objectives, and initiatives that form the path to the College’s successful achievement of its vision.

<b>Transform the Student and Faculty Experience: The Spelman MILE</b> Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Rigorous Liberal Arts Education as the foundation for student learning and success beyond Spelman	The current Spelman curriculum engages in each of these identified High Impact Learning Practices at some point in the curriculum. Faculty and departments vary in their emphases and consistency. Intentionality for each practice varies and student experience with each varies as to depth and significance.	<p><b>High Impact Learning Practices</b> consistent with those described by the Association of American Colleges and Universities (George D. Kuh). <i>High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter</i> (Washington, DC: Association of American Colleges and Universities, 2008):</p> <p><b>Learning Communities</b> provide the space for juniors and seniors where curricular and co-curricular experiences come together to augment student learning (internships, international experiences, service learning, subject-specific/themed experiences, etc.).</p> <p><b>Collaborative Assignments and Projects</b> are an integral part of teaching and learning across the curriculum and are used in the curricular and co-curricular experience to develop team skills, and to put in the foreground connected and collaborative learning, guided by shared institutional outcomes. It is ensured through the partnership of the LEADS Center and Academic Affairs (faculty and deans) to develop intentional experiences to connect learning and service to ground the leadership development of the Spelman woman.</p>

<b>Transform the Student and Faculty Experience: The Spelman MILE</b> Goal: <i>To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Rigorous Liberal Arts Education as the foundation for student learning and success beyond Spelman. (continued)	Faculty and individual departmental approaches to develop and integrate literacies across the curriculum result in inconsistently developed modes of teaching and learning.	<p><b><i>Literacies across the Curriculum (writing, quantitative, visual, digital, etc.)</i></b> – Students demonstrate skills in the various literacies necessary to enhance their learning and compete successfully in a global environment. Faculty possess the skills to teach literacies across the curriculum, resulting in multi-modal teaching and learning that encourages in students the flexibility and innovation needed in the rapidly changing local, global, and technological world environment.</p> <p><b><i>MILEstone/Capstone Courses and Projects</i></b> are institutionalized across all majors and departments with shared institutional learning outcomes and specific departmental/major/minor learning outcomes.</p>

<b>Transform the Student and Faculty Experience: The Spelman MILE</b> <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
<b>The Spelman MILE: STUDENT COMPONENT</b>	<b>Spelman Today</b>	<b>Spelman 2015</b>
Internationalization Across the Curriculum	The international/global experience at Spelman is present, but not at the level expected of a Best-in-Class college.	Every student participates in a curricular and/or co-curricular experience abroad that provides a learning experience that expands their conceptualization of the global community and their interactions with the international/global. <ul style="list-style-type: none"> <li>• A comprehensive and inclusive program supporting the matriculation of more international students</li> <li>• An increase in living/learning experiences with a global focus</li> <li>• An increase in global perspectives in the curriculum</li> </ul>
Enhanced Teaching and Learning through Technology	The use of technology in the classroom and in assignments is currently random, based on particular faculty proclivity and expertise.	Increased use of technology and digital pedagogy in the classroom, to support multi-modal learning and to encourage in students' creative intellectual expression in fulfilling their assignments.
Career and Graduate/Professional School Preparation	Career and graduate/professional school preparation (i.e., internships, undergraduate research and advising) is not fully integrated to provide to all students the guidance that is needed to ensure success after Spelman. Approximately 30% of students participate in major research projects.	100% student participation in either an undergraduate research project and/or an internship that is integrated with and connected to their curricular experience with their goals beyond Spelman.

<b>Transform the Student and Faculty Experience: The Spelman MILE</b> <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Advising and Mentoring	<p>Intended outcomes for advising vary across the campus; First Year Experience advising piloted 2008–2009; problem of too much self-advising without process in place that requires approval of advisor before registration.</p> <p>Informal and partially institutionalized mentor/mentee relationships exist between students and alumnae mentors.</p>	<p>Advising and alumnae mentoring is coordinated through a program co-facilitated by the College Relations Office, Career Development and Planning Office, and the Undergraduate Studies Office to ensure a cohesive approach to supporting the individual student in identifying and connecting her goals at Spelman and for life beyond Spelman. Every student participates in a formally structured alumnae mentoring experience.</p>
Leadership Development/Spelman MILE Leadership Plan for Each Student	<p>Leadership is variously defined and integrated with a particular emphasis on activities and programs in LEADS and the Women’s Center.</p>	<p>Beginning with the First Year Experience, each student develops a Leadership Plan that is developed as part of SpEl.Folio to ensure a reflective and cohesive approach to her academic and professional development.</p> <p>Each student’s Leadership Plan is incorporated into the Spelman MILE, providing intentionally integrated foci on leadership development during each of the four years of a student’s experience at Spelman. The Plan is informed and coordinated by representation from LEADS, the Women’s Center, Academic Affairs (faculty and deans) and Student Affairs.</p> <p>The integrated leadership focus is intended to involve every student, every year, in multiple ways.</p>

<b>Transform the Student and Faculty Experience: The Spelman MILE</b> <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
<b>The Spelman MILE: MILLENNIAL PROFESSOR</b>	<b>Spelman Today</b>	<b>Spelman 2015</b>
Faculty Development	Limited but impressive faculty development opportunities.	Comprehensive Faculty Development Program connected to faculty initiatives grounded in curriculum and scholarship, research, and creative production development that prepares faculty to intellectually and pedagogically engage the student and advance learning in a competitive, global environment.
Teaching Research and Resource Center	Teaching Research and Resource Center is in the preliminary stages to support the current transformational efforts.	In collaboration with the Provost Office, the Teaching Research and Resource Center provides the resources for the College and faculty to support the continued long-term development of the faculty.
Literacies (writing, quantitative, visual, digital, etc.)	Individual faculty and departmental approaches to develop and integrate literacies across the curriculum result in inconsistently developed modes of teaching and learning.	Faculty and departments continually develop and demonstrate the skills to enhance literacies across the curriculum, guided by shared institutional outcomes and resulting in multi-modal teaching and learning.
Enhanced Teaching and Learning through Technology	Technology is used to support teaching and learning initiatives by many faculty.	At least 50% of the faculty will demonstrate expertise in digital pedagogy with clear articulations of the desired outcomes related to the specific medium.

Strengthen the Academic Core		
Goal: <i>To strengthen Academic Affairs by completing the General Education transformation, as this will provide the foundation for transforming the student and faculty experience.</i>		
Component	Spelman Today	Spelman 2015
General Education Curriculum Transformation	General education curriculum transformation began spring 2006, to culminate in the establishment of key components by 2010 with the completion of the Mellon Transforming Learning Project. Housed in the Teaching Research and Resource Center, the General Education transformation involves faculty and curriculum development to restructure the curriculum in order to integrate interdisciplinarity, connected, integrated, and student-centered learning throughout a four-year general education program: developing a new general education structure and requirements; revising African Diaspora and the World; developing First and Second Year Experiences; revising English 103 (Composition); and developing quantitative literacy focus in the curriculum. Revision of advising has also begun.	Signature interdisciplinary general education curriculum (the Spelman MILE) across the four years explicitly connected to the major with SpEl.Folio as the primary vehicle, and an identifiable individualized leadership component and international experience opportunities for each student. The explicit collaboration between Student Affairs and Academic Affairs is evident in collaborative planning and shared programming.

<b>Strengthen the Constituent Core (Best-in-Class Constituents)</b> <i>Goal: To ensure that policies, procedures, and practices are in place to support the goals and mission of the College and are designed to identify, engage, recruit, and retain a "best-in-class" community of students, faculty, administration/staff, alumnae, parents, trustees, and friends of the College.</i>		
Component	Spelman Today	Spelman 2015
Compensation and Benefits	There are prevailing concerns related to the recruitment and retention of talented faculty and staff. There is also an impact on campus morale due to compensation, benefits, and other programs not considered effective in maintaining morale or attractive enough to retain a higher percentage of current employees and/or recruit more talented applicants in an increasingly competitive job market.	The College offers very competitive compensation and benefit plans that attract the best faculty and staff in a highly competitive job market, and result in a 95% retention rate of its current talented faculty and staff. The College offers morale boosting programs that result in an 80% satisfaction rating from surveyed employees.
Meaningful Alumnae Engagement	Opportunities for alumnae to have meaningful engagement with current and prospective students are neither centralized nor well publicized.	A well-developed alumnae network and mentoring process (developed with College Relations, Career Development and Planning, and the Undergraduate Studies Offices) exists that connects alumnae with current and prospective students.
Exemplary Experiences	The definition and goal of exemplary experiences and delivery by various college constituents is inconsistent and sometimes unrealized.	A campus-wide standard for exemplary experiences is in place with a tool to measure effectiveness and a system to hold the community accountable.
Professional Development	Morale among “best-in-class” constituents reflects a need for support, growth opportunities, engagement and connection with the mission of the College.	Programs and facilities to support/provide professional development exist as appropriate for faculty, staff, and students to contribute to the recruitment/retention efforts.

<p align="center"><b>Strengthen Campus Infrastructure and Learning Core</b></p> <p align="center"><i>Goal: To expand and improve the physical campus, technology infrastructure, and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.</i></p>		
<b>Component</b>	<b>Spelman Today</b>	<b>Spelman 2015</b>
Physical Campus/Spaces	<p>Six residence halls without air-conditioning.</p> <p>Campus entry is not always perceived as welcoming.</p> <p>Limited public spaces for on-campus study and meetings.</p>	<p>Three more residence halls completely renovated with air-conditioning.</p> <p>Campus entry is welcoming.</p> <p>Residence halls with meeting spaces, 24-hour study spaces and smart technology.</p>
Residence-based Thematic Learning	<p>Small percentage of students involved in residence-based thematic learning programs.</p>	<p>Thematic living/learning programs in all first-year residence halls by 2010; in 80% of remaining by 2015 through collaboration between Student Affairs and Academic Affairs.</p>
Technology Infrastructure and Support	<p>Inconsistent communication and coordination of technology to support academic functions.</p> <p>Limited access to technology in public spaces.</p>	<p>Technology infrastructure, systems, process and support exist to ensure faculty, students and staff have reliable, robust and secure access to technology.</p> <p>Universal access to technology (i.e., wireless technology across the campus).</p>
Sustainability	<p>Early stages of efficient waste, water, and energy resource management; focus on environmentally friendly products and processes.</p>	<p>Spelman is a model for reducing its impact on the environment – evidence appears in scholarship, curriculum, community education, and partnerships; focus on alternative transportation.</p>

<b>Strengthen the Community Core (Community Engagement and Development)</b> <i>Goal: To create and implement a community engagement and development program model for students, faculty, staff, alumnae, and neighborhood residents through collaborative partnerships. The program model will focus on a broad range of community interests, including education, health, economic development, and environmental sustainability.</i>		
Component	Spelman Today	Spelman 2015
Community Partnership Involvement	Lack of a college-wide model for collaborative partnerships and community involvement.	A comprehensive community engagement and development model that measures the impact of its efforts on policies, services and systems in neighboring communities.
Service Learning	Community initiatives and student learning activities are decentralized; more assessment of effectiveness and student learning outcomes needed.	A centralized network with clear, defined, measurable outcomes for community engagement activities and student-learning experiences through collaboration among Community Relations, Student Affairs, and Academic Affairs.
<b>Strengthen the Operational Core (Operational and Organizational Excellence)</b> <i>Goal: To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.</i>		
Component	Spelman Today	Spelman 2015
Standards of Excellence	Difficulties in completing administrative tasks across campus due to ineffective communication and lack of accountability in multi-office interactions.	Standards of Excellence in place that promote accountability and enhance service quality.
Shared Governance	Current shared governance structure does not include all constituents and is currently under review to improve its effectiveness.	Framework exists that allows all constituents to participate in a cohesive shared governance structure that improves Spelman’s ability to deliver its mission.

**Strengthen the Operational Core (Operational and Organizational Excellence)**

*Goal: To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.*

Component	Spelman Today	Spelman 2015
Communication	Campus communication efforts lack coordination, resulting in inefficiency across constituent groups.	Improved communications ensuring that all constituents have timely access to the information needed to perform their functions at the highest level, e.g., Master Calendar and enhanced Web site.
Web Redesign/Reorganization	Few departments have the capability to maintain content areas on www.spelman.edu.	Departments have the tools and capability to maintain content areas on www.spelman.edu. A Web site that continues to reflect the Spelman College brand, emphasizing the unique academic and student life experience offered here.

**Strengthen the Financial Core**

*Goal: To obtain sufficient resources to meet the strategic needs of the College*

Component	Spelman Today	Spelman 2015
Comprehensive Campaign	The College is in the silent phase of a comprehensive campaign.	The College plans to raise at least \$130–175 million in this comprehensive campaign.
College’s Endowment	The current value of the College’s endowment is \$276 million (as of 12/31/08).	By the end of 2015, the endowment is projected to be \$400 million.
Private, Federal and State Grants	The College currently receives support of its budget from private grants, and federal and local governmental agencies.	There is a comprehensive approach for soliciting private, federal, and state funds in support of College initiatives through the integrated efforts of Institutional Advancement and the Office of Sponsored Programs.
Tuition, Fees and Room and Board Revenue	The cost to attend Spelman College is \$20,281 (tuition and fees); additional room and board is approximately \$10,000.	Tuition, fees, and room and board pricing will be aligned with optimum pricing model to more fully support program initiatives and the College.